

Name: _____ Date: _____

Key: C=Consistent
P=Partial
N=Not evident

Guide for Observing and Noting Reading Behaviours	C P N	Notes
1. Early Reading Behaviours <i>Does the reader:</i> <ul style="list-style-type: none"> • Move left to right across a line of print? • Return to the left for a new line? • Match voice to print while reading a line or more of print? • Recognise a few easy high-frequency words? 		
2. Searching for and Using Information Meaning <i>Does the reader:</i> <ul style="list-style-type: none"> • Make meaningful attempts at unknown words? • Use the meaning of the story or text to predict unknown words? • Reread to gather more information to solve a word? • Reread and use the meaning of the sentence? • Reread to search for more details—information, characters, plot? • Reread to gather information to clarify confusions? • Use headings and titles to think about the meaning of a section of text? • Use information in the pictures to help in understanding a text? • Use knowledge of the genre (and its characteristics) to help in understanding a text? • Use knowledge of the genre (and its characteristics) to help in finding information? • Use readers' tools to help in finding information (glossary, index)? Structure <i>Does the reader:</i> <ul style="list-style-type: none"> • Use knowledge of oral language to solve unknown words? • Reread to see if a word "sounds right" in a sentence? • Reread to correct using language structure? Visual Information <i>Does the reader:</i> <ul style="list-style-type: none"> • Use the visual information to solve words? • Use the sound of the first letter(s) to attempt or solve a word? • Use some, most or all of the visual information to solve words? • Use sound analysis to solve a word? • Make attempts that are visually similar? • Use knowledge of a high-frequency word to problem solve? • Search for more visual information within a word to solve it? • Use analogy to solve unknown words? • Use syllables to solve words? • Use prefixes and suffixes to take apart and recognise words? • Use inflectional endings to problem solve words? • Recognise words quickly and easily? • Reread and use the sound of the first letter to solve a word? • Problem solve unknown words quickly and efficiently? • Work actively to solve words? • Use multiple sources of information together in attempts at words? • Use all sources of information flexibly to solve words? • Use all sources of information in an orchestrated way? 		
3. Solving Words <i>Does the reader:</i> <ul style="list-style-type: none"> • Recognise a core of high-frequency words quickly? • Recognise words quickly and easily? • Use a variety of flexible ways to take words apart? • Use the meaning of the sentences to solve words? • Use the structure of the sentence to solve words? • Use some of the visual information to solve words? • Use known word parts to solve words? 		

Guide for Observing . . . (cont.)	C P N	Notes
3. Solving Words <i>(cont.)</i> <i>Does the reader:</i> <ul style="list-style-type: none"> • Use sound analysis (sounding out)? • Use analogy to solve words? • Make attempts that are visually similar? • Use the sound of the first letter to solve words? • Work actively to solve words? • Use known words or parts to solve unknown words? • Use syllables to problem solve? • Use prefixes and suffixes to take words apart? • Use inflectional endings to take words apart? • Use sentence context to derive the meaning of words? • Use base words and root words to derive the meaning of words? • Make connections among words to understand their meaning? 		
4. Self-Monitoring <i>Does the reader:</i> <ul style="list-style-type: none"> • Hesitate at an unknown word? • Stop at an unknown word? • Stop at an unknown word and appeal for help? • Stop after an error? • Notice mis-matches? • Notice when an attempt does not look right? • Notice when an attempt does not sound right? • Notice when an attempt does not make sense? • Reread to confirm reading? • Use knowledge of some high-frequency words to check on reading? • Check one source of information with another? • Check an attempt that makes sense with language? • Check an attempt that makes sense with the letters (visual information)? • Use language structure to check on reading? • Request help after making several attempts? 		
5. Self-Correcting <i>Does the reader:</i> <ul style="list-style-type: none"> • Reread and try again until accurate? • Stop after an error and make another attempt? • Stop after an error and make multiple attempts until accurate? • Reread to self-correct? • Work actively to solve mis-matches? • Self-correct errors? 		
6. Maintaining Fluency <i>Does the reader:</i> <ul style="list-style-type: none"> • Read without pointing? • Read word groups (phrases)? • Put words together? • Read smoothly? • Read the punctuation? • Make the voice go down at full stops? • Make the voice go up at question marks? • Pause briefly at commas dashes and hyphens? • Read dialogue with intonation or expression? • Stress the appropriate words to convey accurate meaning? • Read at a good rate—not too fast and not too slow? 		
7. Other Behaviours		